

Pee Dee Elementary

6555 Hwy. 134
Conway, SC 29527

Grades	PK-5 Elementary School	
Enrollment	543 Students	
Principal	W. Reggie Gasque	843-397-2579
Superintendent	Gerrita Postlewait	843-488-6700
Board Chair	Will Garland	843-358-8002

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	14	60	34	2

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

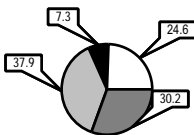
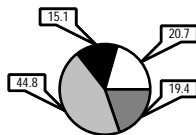
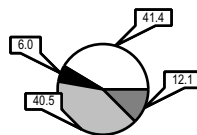
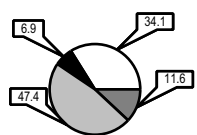
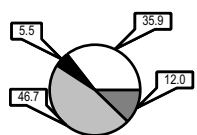
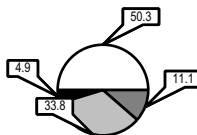
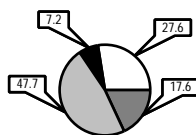
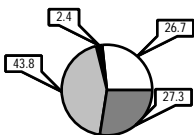
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Our School****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	252	98.8	23.6	38.4	30.6	7.4	46.3	Yes	Yes
Gender									
Male	136	97.8	31.1	37.7	23.8	7.4	39.3		
Female	116	100.0	15.0	39.3	38.3	7.5	54.2		
Racial/Ethnic Group									
White	164	99.4	15.2	35.8	37.7	11.3	55.6	Yes	Yes
African American	78	97.4	36.8	47.1	16.2	0.0	29.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	60.0	20.0	20.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	212	100.0	18.0	39.7	33.5	8.8	51.5		
Disabled	40	92.5	54.3	31.4	14.3	0.0	17.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	252	98.8	23.6	38.4	30.6	7.4	46.3		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	98.8	22.2	39.1	31.1	7.6	47.1		
Socio-Economic Status									
Subsidized meals	199	98.5	27.8	45.5	23.3	3.4	36.9	Yes	Yes
Full-pay meals	53	100.0	9.4	15.1	54.7	20.8	77.4		

Mathematics – State Performance Objective = 36.7%									
All Students	252	99.6	20.3	45.0	19.5	15.2	50.6	Yes	Yes
Gender									
Male	136	99.3	19.4	44.4	21.0	15.3	50.8		
Female	116	100.0	21.5	45.8	17.8	15.0	50.5		
Racial/Ethnic Group									
White	164	100.0	12.5	42.1	25.7	19.7	60.5	Yes	Yes
African American	78	98.7	33.3	53.6	5.8	7.2	30.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	50.0	30.0	20.0	0.0	40.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	212	100.0	15.5	44.8	21.6	18.0	57.7		
Disabled	40	97.5	45.9	45.9	8.1	0.0	13.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	252	99.6	20.3	45.0	19.5	15.2	50.6		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	99.6	19.4	45.4	19.8	15.4	51.1		
Socio-Economic Status									
Subsidized meals	199	99.5	23.6	50.6	16.9	9.0	43.3	Yes	Yes
Full-pay meals	53	100.0	9.4	26.4	28.3	35.8	75.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	252	99.6	41.1	40.7	12.1	6.1	18.2
Gender							
Male	136	100.0	42.4	40.8	12.0	4.8	16.8
Female	116	99.1	39.6	40.6	12.3	7.5	19.8
Racial/Ethnic Group							
White	164	99.4	31.8	43.0	15.9	9.3	25.2
African American	78	100.0	60.0	35.7	4.3	0.0	4.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	50.0	40.0	10.0	0.0	10.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	212	100.0	34.0	44.3	14.4	7.2	21.6
Disabled	40	97.5	78.4	21.6	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	252	99.6	41.1	40.7	12.1	6.1	18.2
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	99.6	40.1	41.4	12.3	6.2	18.5
Socio-Economic Status							
Subsidized meals	199	99.5	47.2	39.3	10.1	3.4	13.5
Full-pay meals	53	100.0	20.8	45.3	18.9	15.1	34.0

Social Studies							
All Students	251	100.0	33.8	47.6	11.7	6.9	18.6
Gender							
Male	136	100.0	36.0	45.6	12.8	5.6	18.4
Female	115	100.0	31.1	50.0	10.4	8.5	18.9
Racial/Ethnic Group							
White	163	100.0	24.5	51.7	14.6	9.3	23.8
African American	78	100.0	50.0	40.0	7.1	2.9	10.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	60.0	40.0	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	211	100.0	28.5	50.3	13.5	7.8	21.2
Disabled	40	100.0	60.5	34.2	2.6	2.6	5.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	251	100.0	33.8	47.6	11.7	6.9	18.6
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	247	100.0	33.0	48.0	11.9	7.0	18.9
Socio-Economic Status							
Subsidized meals	198	100.0	41.6	47.2	7.9	3.4	11.2
Full-pay meals	53	100.0	7.5	49.1	24.5	18.9	43.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	79	100.0	11.0	30.1	43.8	15.1	58.9
	4	87	100.0	22.2	45.7	27.2	4.9	32.1
	5	76	98.7	18.6	50.0	30.0	1.4	31.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	74	100.0	17.9	17.9	46.3	17.9	64.2
	4	91	97.8	22.0	47.6	25.6	4.9	30.5
	5	87	98.9	30.0	46.3	22.5	1.3	23.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	79	100.0	13.7	47.9	30.1	8.2	38.4
	4	87	100.0	21.0	45.7	11.1	22.2	33.3
	5	76	100.0	15.5	45.1	15.5	23.9	39.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	74	100.0	16.4	43.3	22.4	17.9	40.3
	4	91	98.9	24.1	43.4	22.9	9.6	32.5
	5	87	100.0	19.8	48.1	13.6	18.5	32.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	74	100.0	29.9	49.3	16.4	4.5	20.9
	4	91	100.0	40.5	39.3	13.1	7.1	20.2
	5	87	98.9	51.3	35.0	7.5	6.3	13.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	74	100.0	22.4	47.8	20.9	9.0	29.9
	4	91	100.0	29.8	56.0	8.3	6.0	14.3
	5	86	100.0	47.5	38.8	7.5	6.3	13.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 543)				
First graders who attended full-day kindergarten	100.0%	Up from 90.2%	100.0%	100.0%
Retention rate	2.7%	Up from 1.9%	3.6%	3.0%
Attendance rate	95.8%	Up from 95.0%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.2%	Down from 7.5%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%	Down from 7.9%	3.6%	3.2%
Eligible for gifted and talented	18.6%	Down from 19.3%	8.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.4%	Up from 7.4%	8.5%	8.2%
Older than usual for grade	0.2%	Up from 0.0%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Up from 0.0%	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	38.5%	Down from 50.0%	49.3%	52.6%
Continuing contract teachers	74.4%	Down from 87.5%	83.3%	83.3%
Highly qualified teachers	94.6%	Down from 100.0%	94.0%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	90.1%	Up from 87.9%	86.1%	87.0%
Teacher attendance rate	93.0%	Up from 92.9%	94.9%	95.0%
Average teacher salary	\$42,118	Up 4.8%	\$41,084	\$41,703
Prof. development days/teacher	16.9 days	Up from 14.0 days	13.1 days	12.8 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Down from 19.5 to 1	18.2 to 1	18.8 to 1
Prime instructional time	88.2%	Up from 87.4%	89.7%	89.8%
Dollars spent per pupil*	\$6,451	Up 1.1%	\$6,504	\$6,242
Percent of expenditures for teacher salaries*	66.0%	Up from 65.4%	64.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.9%	Down from 98.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	76.8%		89.4%	
Highly qualified teachers in high poverty schools	90.1%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pee Dee's motto is "Be the Best You Can Be," but it's more than just a saying to us. It is the goal that we work toward each and every day. Pee Dee Elementary's teachers, staff, parents and volunteers work closely together to challenge every student to reach his or her potential.

Pee Dee has enjoyed an amazing year in 2004-2005. Our students continued to progress academically and excel artistically. Among our accomplishments were the following:

K-Kids for fourth and fifth grade students sponsored by the local Kiwanis Club

Weekly extended-day instruction in ELA and math

Quarterly awards assemblies to highlight student achievement

Early Literacy program that served at-risk first graders who are now reading at and above grade-level

The South Carolina Jr. Duck Stamp Competition selected nine winners from Pee Dee
Family Reading Night was continued to provide reading strategies for parents and students

Implementation of the South Carolina State Improvement Grant (PBIS)

98% of our kindergarten students attained a text reading level of "3" or greater

95% of first graders attained a text reading level of "16" or higher

Implemented Measures of Academic Progress testing to utilize in guiding differentiated instruction in grades 2-5

Monthly Birthday Author Celebrations

Professional development for teachers included weekly common planning, focusing on improving student achievement in reading comprehension and instructional strategies for literacy, mathematics, science and social studies. The Administrative Team provided staff development in classroom management, utilization of MAP data in ELA and math instruction, differentiated instruction and continued implementation of the ELA and math curriculum. Denise Armour, our Gifted and Talented teacher, was selected as the school's Teacher of the Year.

In 2005-2006, we will dedicate more time to math and ELA instruction, implementing updates of our ELA Literacy Model, analyze and interpret all data and make decisions that will ensure continued growth for all students. Pee Dee Elementary will continue to deliver an academic program to showcase the talents and dedication of our students, teachers and staff. We look forward to continuing our partnership with our PTA and our school community in seeking ways to increase student achievement and parent and community involvement.

W. Reggie Gasque, Principal, 2004-05

Sherry Rabon, School Improvement Council Chairperson, 2004-05

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	79	62
Percent satisfied with learning environment	97.1%	90.9%	87.1%
Percent satisfied with social and physical environment	97.1%	88.5%	93.4%
Percent satisfied with school-home relations	87.9%	91.1%	77.0%

*Only students at the highest elementary school grade level at this school and their parents were included.